



**ҚУРУВЧИ-МУҲАНДИСЛАР ПРОФЕССИОНАЛ
КОМПЕТЕНТЛИГИНИ НАЗАРИЙ ЎРГАНИШИ
МАСАЛАЛАРИ**

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**ПРОБЛЕМЫ ТЕОРЕТИЧЕСКОГО ИЗУЧЕНИЯ
ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНТНОСТИ
ИНЖЕНЕРОВ-СТРОИТЕЛЕЙ**

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**PROBLEMS OF THEORETICAL STUDY OF
PROFESSIONAL COMPETENCE OF CONSTRUCTION
ENGINEERS**

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Abstract: Background. This article is devoted to the analysis of the concept of «competence».

Methods. In this article were used methods of comparative analysis, work with documents, abstraction and concretization, statistics.

Results. The article analyzes versions of the concept of «competence» from the point of view of construction and engineering education.

Conclusion. In the conclusion, conclusions are given about the concept of «competence», as well as the ways of its development in the context of construction and engineering education.

Keywords: competence, professional competence, construction and engineering education.

Introduction. The prospects for the development of the economy and the social sphere require from a mid-level specialist new professional and personal qualities, among which one should single out systemic thinking, ecological, informational, communicative culture, the ability to realize oneself and present to others, the ability to consciously analyze one's own activities, independence, and acquire new knowledge, creativity and responsibility.

Consequently, the orientation in the training of specialists should be not only on professional activity, but also on the formation of readiness for the development of new knowledge, the acquisition of multifunctional skills and the application of this knowledge and skills in practice.

In a number of problems faced by professional education, the problem of designing a new content of education in the context of informatization has arisen. The organization of information training for future construction technicians requires careful development, which is implemented through the creation of training technology. An important component of training is, in addition to professional, also the formation of personal qualities.

Materials and methods. In this article were used methods of comparative analysis, work with documents, abstraction and concretization, statistics.

Results and discussion.

In recent years, a number of dissertations have been carried out: D.A. Bogdanova, I.P. Dudina, P.M. Lysak, G.N. Nekrasova and others. Analysis of the specialized literature shows that the concepts of the development of vocational education are considered in the works of such famous scientists as S.Ya. Batyshev, B.C. Bezrukova, O. V. Dolzhenko, Yu.A. Kustov, Yu.F. Schubert and others. Questions of pedagogical teaching technologies were dealt with by B.C. Bezrukov, V.P. Bepalko, O. V. Dolzhenko, N.F. Talyzina, M.A. Choshanov, V.I. Goldfinch, Yu.K. Chernov, etc. The analysis of scientific, theoretical and methodological literature has shown that informational training for vocational training of mid-level specialists in the field of construction is poorly researched.

Practice shows that the adequacy of motivational-value attitudes and ideas about professional functions to its realities are determined by the course and quality of the results of the educational process, adaptation in the professional environment. In this regard, the initial task of the university is to give the future specialist a complete picture of the chosen profession, and so that he does not become disappointed and does not lose interest in it, realizes his personal potential and ways of adapting to the professional environment, the possibilities of future professional growth in the chosen field [10]. We must agree with N.V.Kuzmenko that the task of higher professional education at the present stage includes not only the assimilation of the knowledge system and the formation of skills and abilities, but also the successful mastering of professional training standards by students, as well as the development of the ability to adapt to constantly changing requirements and technologies, the formation of the competitiveness of the individual, the ability to navigate in a huge information flow, the readiness to improve their professional qualifications and skills throughout life [1].

The term “competence” (from the Latin “competentes” (competentis) [5] means “appropriate”, “capable”, that is, suitable for the implementation of

certain powers, performance of assigned functions.

Similar definitions of the concepts of competence / competence are given by S.I.Ozhegov in the «Dictionary of the Russian language» [7]. The Glossary of Terms of the European Education Foundation, 1997 notes that competence / competence is defined in the same meanings:

- 1 The ability to do something well and efficiently.
2. Compliance with the requirements for applying for a job.
3. Ability to perform special labor functions.

It should be noted that when analyzing foreign languages, one can trace an obvious coincidence, both in spelling and understanding of this term, which goes back to the Latin *Competens, entis*:

- 1) suitable, appropriate, consistent;
- 2) competent, legal.

Competentia - consistency, combination. *Competo* - together to achieve, to strive, to be able, to approach. Further, these meanings are clearly visible in the group of Romano-Germanic and Slavic languages [9].

So, in the English language MacMillan English Dictionary for Advanced Learners published 2003 [8] this concept is defined as follows: Competence (n) - noun:

1.the ability to do something in a satisfactory or effective way - the ability to do something effectively enough; la. - a person's range of skills and knowledge - the circle of knowledge and skills of a person; lb. - a particular skill - a particular skill.

2. the fact of being allowed to have your case judged by a court - permission to consider the case in court.

Competent (adj) - adjective

1.capable of doing something in a satisfactory or effective way - the ability to perform something satisfactorily or effectively;

2.good enough for the purpose but not especially good -be suitable for a specific purpose, but not in general;

3. allowed to have and case judged in court - who has permission to consider the case in court.

But we used concepts are defined as follows:

1) competence - the terms of reference, the area, subject to someone's control of issues, phenomena;

2) competence - awareness;

3) competent - who is a recognized expert in any issue (in the matter of insurance), has competence;

4) readiness - agreement to do something (risk assessment), desire to contribute to something (risk placement).

V.A.Slastenin and L.S.Podymova distinguish personal and professional

competence, understanding the latter as a unity of theoretical and practical readiness to carry out professional activities, which characterizes the professionalism of a person [3]. This understanding of competence shows the relationship of the process of becoming a future specialist with the internal determinants of his possible professional self-realization in the manifestation of knowledge and skills through readiness.

In opinion K.Presnukhin, “The professional competence of a civil engineer is an integrative personality trait, which includes a set of business qualities and abilities of a specialist who has the technical and economic knowledge, skills and experience necessary for the effective performance of professional functions in accordance with the standards of economic activity accepted in society. And also competitive in the labor market, having a formed motivational-value attitude to the chosen profession, ready for professional cooperation, able to competently create his own positive professional image and capable of self-improvement in his chosen profession” [4].

Also A.Poderyagina means, “By the professional competence of civil engineers, we mean the ability of a graduate of the construction profile to apply knowledge of the main scientific and technical problems and prospects for the development of construction science, engineering and technology of construction business, systems and methods of design, creation and operation of construction objects, engineering systems, materials, products and structures. , equipment and technological lines, etc., to solve practical problems in accordance with his competence, that is, the terms of reference and professional responsibilities” [2].

Conclusion. In our opinion, the process of training a future engineer should integrate everything progressive that has been accumulated in the theory and practice of vocational training, ensure the effectiveness, dynamism and efficiency of knowledge, the strength of the development of basic professional skills and abilities.

Also, success in the professional activity of graduates of an educational institution of a building profile is due to the transition from the process of obtaining theoretical vocational education to the formation of a complex of professional competencies in demand in labor activity in the conditions and requirements of the market [6].

Based on this, the essence of training and production programs should be focused on the continuous improvement of such competencies of a civil engineer as qualifications and level of training, which are integral parts of professional competence, which is ensured by the acquisition of professional work experience.

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